



Guide for Submission of Curriculum to Standards Committee of IFOMPT

Author of the submission

Name of RIG

Country

Date of submission

Guidance for the submission

To submit a curriculum to the Standards Committee, you need to demonstrate that it meets all the learning outcomes and criteria presented in the IFOMPT Standards Document (see resources 1 below). You should therefore read the Standards Document very carefully before submitting a curriculum.

This template outlines the information you need to provide for the Standards Committee. This will enable them to make a judgement on whether your RIG's programme(s) meets the requirements for approval as a Member Organisation (MO).

It is not essential to use this template, but you may find it helpful. Some guidance on what to include is provided under each heading in red.

**All the documents (your submission, appendices and any other correspondence)
MUST BE IN ENGLISH**

If you are submitting an application for MO status that involves more than one programme, details are required for each programme. You must provide an overview of each programme and how they fit together within the RIG and how they will be managed. You may wish to submit one programme for MO status if you believe that it meets all the criteria and other programmes can be submitted at a later date.

All data regarding students presented in this document must be anonymised.

If you have any queries on any part of this document, please contact your named IFOMPT representative who will advise you. If you are not sure who this is, please contact Ingrid du Toit at the IFOMPT Office admin@ifompt.org

All text in red should be removed before the document is submitted to the Standards Committee.

1. List of contents

- a) Provide a list of the contents of the submission with page numbers and appendices and any other associated evidence. Ensure you refer to all your appendices in the submission.

2. History of the RIG and development of the programme

- a) Provide an outline of your RIG, its history and how it operates. Include names, addresses and contact details of office bearers.
- b) Explain how your programme has developed and how it has been running up to this submission. If there is more than one programme, you will need to explain each one and how they fit together and are managed.

3. Outline of the programme

- a) Explain the philosophy of the programme(s), how the programme(s) functions, whether it is in a university or outside the University in a private setting or combined between the two, how often it is delivered, full time or part time, length of the programme(s), numbers of students and other relevant details.
- b) A diagram and/or an outline showing how the overall programme is presented should be provided for each programme (see examples – resources 4 below)

4. Structure of the programme(s)

- a) Provide an outline of each unit of learning or module and how this meets the learning outcomes in the Standards Document. Ensure that all 10 dimensions in the Standards Document are discussed. You should give particular attention to how evidence informed practice, clinical reasoning and the biomedical, clinical and behavioural sciences are addressed as well as the orthopaedic manipulative therapy (OMT) theoretical and practical elements. It is expected that students will develop a broad understanding of different OMT approaches (e.g., Kaltenborn, Maitland, etc).
- b) You should include a section on the mentored clinical practice and where this takes place within the programme (further details are required below).
- c) You should also include a section on research. The research section should include details on how evidence-based practice is incorporated into the programme as well as where and how research methods is taught, and how the research project is undertaken.
- d) You should include the hours of study e.g. ECTS (European Credit Transfer System), the direct face to face learning, on-line directed learning and independent study for the units of learning or modules.

It is expected that OMT programmes will contain a minimum of 200 directed hours of theoretical learning, 150 directed hours of practical OMT skills and 150 hours of mentored clinical practice. Further details are provided in Appendix B of the Standards Document.

5. Learning and teaching strategies

- a) Outline how the programme is taught e.g. the use of lectures, small group discussions, case studies, videos or patient demonstrations by the tutor (see the Standards Document for examples). You may refer to your website or other

resources which you have developed but if these are presented as part of your submission they must be in English and accessible through external links.

- b) You will need to map the IFOMPT standards to the units of learning/modules (see resources 2 below for an example of a template you could use)

6. Assessment Strategy

- a) You should provide an overview of your assessment strategy and how it meets the IFOMPT standards.
- b) You will need to map the IFOMPT standards to the units of learning/modules (see resources 2 for an example of a template you could use)
- c) Explain how each unit of learning or module is assessed. This should include different types of assessment (see the Standards Document for examples) including word counts or length of time for presentations or practical examinations. Include the marking criteria, the pass mark, the type of feedback given to students on strengths and areas for development, how many times a student can resubmit if they are not successful and the appeals process for students who may have concerns or a complaint about their mark.

7. Mentored clinical practice

- a) You should explain how the mentored clinical practice is organised, where it takes place, who the mentors are, what support/training they are given for their role and their ongoing development, how the mentored clinical practice is assessed and by who
- b) Mentors CVs should be included. If there is more than one programme, ensure it is clear who is contributing to each programme.

8. Student profile and achievement to date

- a) Explain here who your typical students are, their background and experience before starting the course. Outline the achievement of the students to date through the programme(s).

9. Resources

a) Learning Resources

Explain the resources students can access to support their learning. For example, does the programme have a website for course materials, what electronic resources are also provided to support independent learning, how do students obtain access to books and journal articles. How is this kept up to date?

b) Physical Resources

Outline the facilities available to students to develop their OMT skills.

c) Staff Resources

Explain who the staff are who teach on the programme and how their continuing professional development (CPD) is supported. Include their CVs – if there is more than one programme, ensure it is clear who is teaching or contributing to each programme

10. Student Support and Guidance

- a) Outline the academic and pastoral support available to students (i.e. help with personal needs and problems provided by the tutors/teachers). Discuss how students with special needs e.g. dyslexia, visual, hearing impairment or other disability are supported through the programme.

11. Student voice and student evaluations of the programme

- a) Outline how students' feedback is incorporated into the ongoing monitoring and development of the programme. Explain how the units of learning or modules are evaluated by students and how changes, if required are reported back to students. It is useful to provide some examples of student feedback e.g. quantitative results and qualitative comments.

12. Management of the programme

- a) Explain how the programme(s) is/are evaluated in order to implement a continuous cycle of monitoring and enhancement. Indicate how the RIG monitors the outcomes of the programme(s). Identify who will be the external assessor (if they have not already been involved in the programme) and provide their CV (see resources 3 for further details of the role of the external assessor).
- b) Demonstrate that each programme meets all the learning outcomes in the Standards Document through completion of the mapping document (see resources 2 for an example of a template you could use). A separate template will be required for each programme.

Resources

1. Standards Document 2016

<http://www.ifompt.org/STANDARD+COMPLIANCE++TRAINING/Standards+Document.html>

2. Mapping of the IFOMPT standards against the programme units of learning or modules

<http://www.ifompt.org/site/ifompt/PROGRAMME%20MAPPING%20TO%20DIMENSIONS%20AND%20LEARNING%20OUTCOMES%20revised%202016.docx>



PROGRAMME
MAPPING TO DIMENS

3. External assessor resources

<http://www.ifompt.org/STANDARD+COMPLIANCE++TRAINING/External+Assessor+Resources.html>

4. Examples of course structures

<https://www.birmingham.ac.uk/postgraduate/courses/taught/sport-exercise/advanced-manipulative-physio.aspx#CourseDetailsTab>

<https://www.uwo.ca/fhs/pt/programs/mclsc/manip.html>

<https://www.orthodiv.org/education/>

Muskuloskeletal Physiotherapy

Course Structure 2011. 60 ECTS point

